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ABSTRACT

Noting that parents are vital partners in the educational system, this handbook provides parents with information about the Grade 9 curriculum in Alberta, Canada. Based on the Alberta Learning "Programs of Study: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 9 curriculum. Following introductory material that includes information on Aboriginal education, supports for learning, and assessment, the handbook's sections are: (1) "Overview of Grade 9"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Information and Communication Technology"; (7) "Physical Education"; (8) "Health and Life Skills"; and (9) optional courses in Career and Technology Studies, Fine and Performing Arts, Languages Other Than English, and other courses such as Environmental and Outdoor Education and Ethics. Sections on Personal and Career Development and on Planning for Senior High School are included. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

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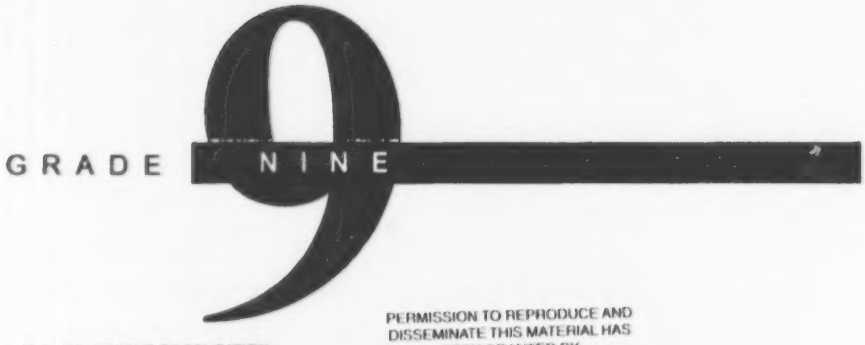
Curriculum Handbook *for* Parents

2003–2004



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Parent documents referenced in this handbook, along with most Alberta Learning documents, are available for purchase from:

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Internet: http://www.lrc.learning.gov.ab.ca

Telephone numbers of branches referred to in this handbook can be reached, toll free inside Alberta, by dialing 310–0000.

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Curriculum Handbook *for* **Parents**

2003–2004

GRADE 9

This Curriculum Handbook provides parents with information about the Grade 9 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Learning Web site where more information can be found
- information on personal and career development and planning for senior high school
- a feedback form.

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Message from the
Minister of Learning

Excellence in education is of primary importance to Albertans. Parents, students, teachers and community members have demonstrated their passion for maintaining our outstanding education system for the benefit of today's students and future generations.

The Government of Alberta is committed to continuing to provide Alberta's students with a first-class education. One of the many ways of ensuring Alberta's students succeed in our global community is through our high quality curriculum. Alberta's curriculum is innovative and responsive to the learning needs of students. It ensures that students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

As a parent, you play a vital role in the education of your child. When you know what your child is learning in school, you are able to reinforce that learning at home. In order to help support parents in this process, Alberta Learning has published the *Curriculum Handbook for Parents* series. As partners in education, this resource provides you with valuable information about the learning goals that have been set for students. I encourage you to discuss the contents of the *Curriculum Handbook for Parents* with your child's teacher, who can provide further information and guidance.

It is vital that all partners in education—including parents, teachers, principals, superintendents, trustees and other members of our community—work collaboratively to ensure we continually meet the needs of students in our ever-changing world. Together, we can continue to ensure that every student has a solid foundation from which to learn, grow and succeed.

Dr. Lyle Oberg
Minister of Learning

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Information for Parents

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* have been designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Schooling in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- have the desire and realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

Alberta Learning assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Learning indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.learning.gov.ab.ca

Authorized resources are available for purchase from the Learning Resources Centre (LRC).

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Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork, and help with homework when you can.
- Help your child set realistic goals, and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life, and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

- *The Parent Advantage*—Tips and strategies for helping with homework in grades 1 through 9.
- *Working Together in Mathematics Education*—Ways parents can support student learning in mathematics.
- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.
- *TELUS 2Learn* Web site—An education–business partnership that provides Internet inservice, support and information for Alberta teachers, students and parents.

http://www.learning.gov.ab.ca/parents/mathprbk.pdf

http://www.learnalberta.ca

http://www.2learn.ca/

School Councils

Schools, parents and communities all play an important role in education. School councils are designed to give parents, students, teachers and other community members meaningful involvement in decisions about policies, programs and services and the allocation of funds to support them within their schools. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their local school or the Alberta Home and School Councils Association (AHSCA).

http://www.ahsca.ab.ca

School Fees and Fundraising

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy.

http://www.asba.ab.ca/policy_advisories_fund.html

School Fees

http://www.asba.ab.ca/policy_advisories_fees.html

A primary objective is to ensure that fees are not being charged for core items. Fees may be charged for supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis.

Local policies may include a provision to waive fees or extend payment allowances where parents are experiencing financial difficulties.

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Fundraising

The guidelines state fundraising should not be done for core items such as textbooks. Some fundraising is appropriate for things like athletics uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents did not contribute.

Alternative Programs

Choice is one of the important principles Alberta's education system is built on. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools, and charter schools. They can also access a number of unique and innovative programs—including virtual schools. Parents can also opt to home school their children.

Information about Curriculum

Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do, in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

Accessing Information

Parents can access information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.
- http://www.learning.gov.ab.ca/k_12/curriculum/parent.asp — **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions, and in French. They are available on the Alberta Learning Web site or for purchase from the LRC.
- http://www.learning.gov.ab.ca/k_12/curriculum/parent.asp — **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Learning Web site.
- http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ — In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School jurisdictions use the *Programs of Study* to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Learning Web site or for purchase from the LRC.
- http://www.learning.gov.ab.ca/lrdb — The Authorized Resources Database on the Alberta Learning Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.
- http://www.learning.gov.ab.ca — The **Alberta Learning Web site** contains information on learning from the early years to adulthood.

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Curriculum Content—Deciding What Students Should Learn

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired
- integrate how the study of a subject contributes to student personal growth and development
- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

Curriculum Development—Who Is Involved in the Process?

Alberta Learning takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary institutions and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade and to post-secondary education and the world of work.

Ensuring Curriculum Is Current

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

Alberta Learning plans any curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school jurisdictions have sufficient time to prepare for the changes and purchase any needed resources.

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Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Learning conducts initial consultations and prepares a draft *Program of Studies* for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

Implementing Curriculum

The draft *Program of Studies*, developed in consultation with education stakeholders, is referred to the Minister of Learning for approval. Once approved, school jurisdictions take primary responsibility for curriculum implementation. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum.

Alberta Learning supports school jurisdictions by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school jurisdiction leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

Professional development funds are provided to six Alberta Regional Professional Development Consortia. Each Regional Consortia organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

Alberta Learning also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre. These resources are designed specifically to support the provincial curriculum.

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Aboriginal Education

Aboriginal peoples throughout the province have indicated that they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta.

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that give attention to Aboriginal heritage perspectives. In addition, all students in Alberta should understand and be aware of Aboriginal cultures, lifestyles and heritage. Student and teacher resources have been developed by Alberta Learning to assist teachers.

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.learning.gov.ab.ca/k_12/specialneeds/teacherresourcescat.pdf

As well, *A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special needs of their children. This resource is available for purchase from the LRC.

Our Treasured Children is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Supports for Learning

In every classroom and every school, students have individual needs. Teachers ensure that all students are involved in activities that help them build on their own level of learning.

Alberta students learn in a variety of ways—in schools, in the community, in small and large groups, and independently. Schools, supported by Alberta Learning, provide a variety of programs and services.

English as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Grade 1 to Grade 12. This helps them acquire sufficient fluency in English so they can integrate into the regular classroom as quickly as possible.

Special Needs

http://www.learning.gov.ab.ca/k_12/specialneeds/

The *School Act* specifies that school boards are responsible for determining if a child is in need of a special education program. Children with special needs, including those with mild, moderate and severe disabilities, and those who are gifted and talented, require specialized learning opportunities in order to receive an education that is consistent with their identified learning needs. School boards must provide programming for all school-age children, including children with special needs, who live in their district.

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Children with special needs may require changes to: instruction, assessment strategies, materials and resources, classroom environment, equipment and/or the regular curriculum. In addition, some students may require referral to specialized health-care services.

For more information on a Review by the Minister, contact the Disputes Management Team Leader at 780–427–7235 or see Policy 3.5.1– Review by the Minister http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/351.asp.

Most children with special needs are placed in regular classrooms in their neighbourhood or local schools, and are provided with programming, supports and services to meet their individual needs throughout the school day. There are a range of placement options possible; different children need different kinds of support. Deciding on the educational placement for an individual child is a collaborative process, and in most instances, parents and school staff agree on appropriate placements. If there is a disagreement, parents can appeal a decision at the district level. The school principal can provide information on the appeal procedure in your district. If parents do not agree with the decision of an appeal to the school board, they may write to the Minister of Learning and ask for a review of the board decision.

All students with identified special needs require an individualized program plan (IPP). An IPP is a plan of action with measurable goals. It shows what your child knows and what he or she can do. The IPP also explains what your child will be learning and how he or she will be learning. The IPP is a flexible tool that is updated regularly. Parents, school staff and the student need to work together as a learning team to ensure that the IPP is implemented.

School staff will likely identify if your child is having learning difficulties and will have discussed with you what might be causing these difficulties. If you feel your child is having difficulty learning, you should talk to the classroom teacher to share knowledge about your child that could assist in determining the cause of these difficulties and in deciding if there are any small changes that can be made that would improve the situation. School-based staff can use a number of informal ways to identify learning needs. If it is apparent that school-based strategies are not enough, the teacher, in consultation with parents, will make a referral for a specialized assessment. Your child's teacher or the school principal will have information on the assessment procedures for your area.

The following resources provide additional information.

http://www.learning.gov.ab.ca/k_12/curriculum/ParentResources.asp

- *The Learning Team: A Handbook for Parents of Children with Special Needs* (2003)—Information for parents of children with special needs

http://www.learning.gov.ab.ca/k_12/specialneeds/SpecialEd_stds2003.pdf

- *Standards for Special Education* (2002)—Information on the requirements for school boards regarding delivery of education programs and services to students with special needs in grades 1–12

These resources are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.learning.gov.ab.ca/.

- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000)—Information for Aboriginal parents about rights and responsibilities regarding the education of their children with special needs

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- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9* (1998)—Strategies for teaching organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels
- *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (2001)—Information on knowing yourself, getting organized, making every class count, test taking, presenting learning, getting along with others and staying motivated

Distance and Online Learning

http://www.learning.gov.ab.ca/ltb/ — The Learning Technologies Branch (LTB) develops course materials and learning objects for distance and online learning.

http://www.lrc.learning.gov.ab.ca — For information about purchasing distance learning print and CD materials, contact the Learning Resources Centre.

http://www.learning.gov.ab.ca/ltb/400/courses.html — For a listing of all print distance learning courses available for purchase or study, visit the LTB Print Resources Web page.

http://www.learning.gov.ab.ca/ltb/400/eproduct.html — To see the electronic products available, visit the Electronic Resources Web page.

http://www.learnalberta.ca — LearnAlberta.ca provides exciting new online educational content to students, parents and teachers. Check out multimedia material for courses, such as Grade 6 Mathematics. Access the Online Reference Centre for a wide variety of research tools, such as encyclopedias, dictionaries and other reference works for all grade levels.

For information about registering in a distance learning course, contact a distance learning school, an online school, or your local school jurisdiction.

http://www.learning.gov.ab.ca/french/M_12/default.asp — The French Language Services Branch develops distance learning courses for French language instruction. For courses available in French, contact the French Language Services Branch.

Integrated Occupational Program (IOP)

The Integrated Occupational Program (IOP) is a program of choice that begins in Grade 8 and continues through Grade 12. Students may enter the program at any time during grades 8 through 12. Students who successfully complete the IOP earn a Certificate of Achievement.

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/iop/default.asp

The Integrated Occupational Program (IOP) is a distinctive program for students who learn best through hands-on experiential learning activities, and when the development of knowledge, skills and attitudes is relevant to their personal experiences. Student learning is further enhanced when meaningful connections to the community are made that result in successful transitions from the school to the workplace and responsible citizenship. Community partnerships are integral to all IOP courses and include on- or off-site community/workplace involvement.

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IOP consists of academic and occupational components. Students will also take physical education, health and life skills/CALM and complementary courses.

Academic subjects:

- IOP English Language Arts 8, 9, 16, 26, 36
- IOP Mathematics 8, 9, 16, 26
- IOP Science 8, 9, 16, 26
- IOP Social Studies 8, 9, 16, 26

Occupational Component

- Practical Arts 8, 9
- Occupations 16, 26, 36

For more information, refer to the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994. The manual is available on the Alberta Learning Web site or for purchase from the LRC.

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/iop/IOPmanual.pdf

Assessment

Assessing Student Achievement

http://www.learning.gov.ab.ca/k_12/testing/default.asp

In the classroom, a teacher uses a variety of means to assess students' learning throughout the school year. These assessments are based on the instruction being provided, in order to inform the teacher's planning from day to day. Classroom assessment may serve a diagnostic purpose, indicating students' strengths and weaknesses in specific skill areas. At other times it may be formative, indicating how well students have achieved in a unit of study or how well they have achieved to a particular point in the course. At the end of a school year, a teacher also assesses how well the students have achieved the expected learning outcomes in the curriculum for that grade. This summative type of assessment is designed primarily for reporting purposes. All these classroom assessments are integral to instruction, and they are complemented by the provincial achievement tests.

Provincial Achievement Tests

As well as being assessed by their teachers throughout the school year, students write provincial achievement tests at the end of grades 3, 6 and 9. Each achievement test provides a common measure for students across the province, based on the curriculum. The tests are designed to provide information about students' achievement in relation to provincial standards. This information is valuable to schools for review of programs and improvement of students' learning. As well, the information assists schools, school authorities and the province in reporting to parents and other Albertans on the achievement of students.

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In Grade 3, students write achievement tests in English language arts and mathematics. Grade 3 students in French programs write the French form of the mathematics achievement test. Grade 6 and Grade 9 students write tests in language arts, mathematics, science and social studies. Grade 6 and Grade 9 students in French programs write both the English and the French language arts tests and the French forms of the other subject area achievement tests. Alberta Learning is also developing provincial achievement tests for the Grade 9 Integrated Occupational Program (IOP). The first provincewide administration of the IOP tests is planned for the 2005–2006 school year.

The curriculum statements provided in the following pages serve as the basis for developing the achievement tests for the particular grade specified. Classroom teachers work with staff of Alberta Learning to develop questions for the tests, and these questions are field tested in classrooms across the province. Teachers also participate in standards setting and in the marking of the language arts tests. The involvement of teachers and the information gained from field testing help to ensure that the achievement tests are appropriate for the students and accurately reflect the grade-level curriculum.

Detailed reports are provided to schools and school authorities on the achievement test results of their students. These reports indicate the percentages of students achieving the provincial standards on each test, and they provide information about students' performance in particular areas of the curriculum. A school also receives an Individual Student Profile (ISP) of results for each student who wrote the achievement tests. The ISP shows the student's scores on the tests in relation to the provincial standards. Duplicate copies of the ISP sheets are provided to the schools for the students' parents.

Information about provincial achievement testing is provided in the *Parent Guide to Provincial Achievement Testing/Guide des parents Programme des tests de rendement provinciaux*. A separate parent guide is available for Grade 3, Grade 6, and Grade 9, and copies of the guides are available in schools across the province. Additional information about achievement testing is available on the Alberta Learning Web site. This includes sample tests, as well as summary results for the province and for individual schools and school authorities.

http://www.learning.gov.ab.ca/k_12/testing.

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Overview of Grade 9

In Grade 9, students study required subject areas. They also choose optional courses that give them the chance to explore areas of interest and career possibilities. Students have access to 950 hours of instruction during a school year.

The Grade 9 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Learning Web site or from the LRC.

Required Subject Areas. ***Students take:***					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Optional Courses. ***Students may select from:***					
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English*	Environmental and Outdoor Education	Ethics	Locally Developed Courses

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

Students in immersion and bilingual programs also take a number of subjects in the target language.

New programs for the 2003–2004 school year:

- Career and Technology Studies (CTS)
  - Fabrication Studies and Financial Management
- German Language and Culture
- Science 9
- Spanish Language and Culture
- Ukrainian Language Arts

Programs under development:

- Cree Language and Culture
- Career and Technology Studies (CTS)
  - Electro-Technologies
- German Language Arts
- French as a Second Language (FSL)
- Integrated Occupational Program (IOP)
- Italian Language and Culture
- Japanese Language and Culture
- Mandarin Language and Culture
- Ukrainian Language and Culture

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Required Subject Areas

The required subject areas are the foundation of the junior high school program.

Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

English Language Arts

The aim of the English language arts program is to enable students to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

View the English language arts subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/english/

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

The following learning outcomes are selected from the Grade 9 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view
- reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals
- integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts
- examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships

Comprehend and respond personally and critically to oral, print and other media texts

- discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers
- identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text
- apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts
- identify and discuss theme and point of view in oral, print and other media texts
- identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts
- create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action

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Manage ideas and information	• synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions • select types and sources of information to achieve an effective balance between researched information and own ideas • distinguish between primary and secondary sources, and determine the usefulness of each for research purposes • use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources • communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles • reflect on the research process, identifying areas of strength and ways to improve further research activities
Enhance the clarity and artistry of communication	• revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions • develop personal handwriting styles appropriate for a variety of purposes • identify and experiment with some principles of design that enhance the presentation of texts • use a variety of strategies to make effective transitions between sentences and paragraphs in own writing • demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing • select, organize and present information to appeal to the interests and background knowledge of various readers or audiences • follow the train of thought, and evaluate the credibility of the presenter and the evidence provided
Respect, support and collaborate with others	• analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history • create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures • contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others • share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Mathematics

View the mathematics subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/math/

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students learn to use the following mathematical processes:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies
- use visualization to assist in problem solving, processing information and making connections.

The following learning outcomes are selected from the Grade 9 Mathematics Program of Studies.

Number

- explain and illustrate the structure and the interrelationship of the sets of numbers within the rational number system
- develop a number sense of powers with integral exponents and rational bases
- use a scientific calculator or a computer to solve problems involving rational numbers
- explain how exponents can be used to bring meaning to large and small numbers, and use calculators or computers to perform calculations involving these numbers

Patterns and Relations

- generalize, design and justify mathematical procedures, using appropriate patterns, models and technology
- solve and verify linear equations and inequalities in one variable
- generalize arithmetic operations from the set of rational numbers to the set of polynomials

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Shape and Space	• use trigonometric ratios to solve problems involving a right triangle • describe the effects of dimension changes in related 2-D shapes and 3-D objects in solving problems involving area, perimeter, surface area and volume • specify conditions under which triangles may be similar or congruent, and use these conditions to solve problems • use spatial problem solving in building, describing and analyzing geometric shapes • apply coordinate geometry and pattern recognition to predict the effects of translations, rotations, reflections and dilatations on 1-D lines and 2-D shapes
Statistics and Probability	• collect and analyze experimental results expressed in two variables, using technology, as required • explain the use of probability and statistics in the solution of complex problems

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Science

View the science subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/science/

View the e-Textbooks on the LearnAlberta Web site at http://www.learnalberta.ca/etextbook/Main.asp

The secondary science program is guided by the vision that all students have the opportunity to develop scientific literacy. The goal of scientific literacy is to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners—maintaining their sense of wonder about the world around them.

The program is designed to help students understand the nature and role of science, as well as develop a solid grounding in science knowledge, skills and attitudes. Throughout the program, students learn that:

- science provides an ordered way of studying the natural world
- scientific discovery often leads to the development of new technologies and new technologies can lead to new fields of scientific investigation
- science takes place in a social context and responds to human needs. Science and technology have both intended and unintended consequences for humans and the environment.

Students study five units during their Grade 9 year. The **topics** studied and the **major outcomes** for each are:

Biological Diversity

- investigate the diversity of living things, and describe the role of diversity in species survival
- describe processes for reproduction and for transmission of species characteristics from generation to generation
- describe the role of genetic materials in determining species characteristics, and investigate technologies used to modify species characteristics
- identify ways that human action can affect species variation and species survival, and analyze related issues

Matter and Chemical Change

- investigate materials and describe materials in terms of their physical and chemical properties
- describe and interpret patterns in chemical reactions
- describe ideas used to explain the chemical properties of materials, and identify evidence for these ideas
- use simple chemical nomenclature in describing elements, compounds and chemical reactions

Environmental Chemistry

- investigate and describe the role of chemical substances in environments and living things
- identify processes for measuring the quantity of different substances in the environment for monitoring air and water quality
- analyze and evaluate ways to limit the distribution and effect of potentially harmful substances within an environment

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Electrical Principles and Technologies

- describe the operation of devices that produce electrical energy from other forms of energy, and that convert electrical energy to other forms
- describe technologies used to transfer and control electrical energy
- identify energy inputs and outputs from technological devices, and evaluate the efficiency of energy conversions
- describe the social and environmental implications of electrical energy use

Space Exploration

- describe how technological developments have advanced human understanding of Earth and space
- describe problems and challenges encountered in developing the potential for space exploration and for life in space
- describe the scientific principles of devices such as optical and radio telescopes, space probes and remote sensing technologies
- identify issues and opportunities resulting from the use of space technology, and analyze some of the issues involved

The program develops **skills** in four major areas:

Initiating and Planning
Students devise (or make) plans to investigate:
- science-inquiry questions
- practical problems
- science-related issues.

Performing and Recording
Students conduct investigations through:
- observation
- recording data
- researching information.

Analyzing and Interpreting
Students develop, analyze and assess possible explanations through:
- data display
- inference
- evaluation.

Communication and Teamwork
Students work collaboratively to:
- communicate questions, ideas, procedures and results
- evaluate individual and group processes
- defend a position or conclusion, based on their findings.

To support their learning, students are encouraged to develop positive **attitudes** in the following six areas.

- Continuing Interest in Science
- Respect for the Ideas of People with Various Backgrounds and Views
- Support for Scientific Processes
- Collaboration with Others
- Stewardship for the Natural Environment
- Safety in Science

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Social Studies

View the social studies subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/social/

The aim of the social studies program is to help students gain basic knowledge, skills and attitudes needed to become responsible citizens and contributing members of society. Social studies includes the study of history, geography, economics, the behavioural sciences and humanities.

Grade 9 social studies focuses on different perspectives of economic growth. The content is organized around three topics; and in each topic, students are expected to address at least one issue and one question for inquiry.

The following learning outcomes are selected from the Grade 9 Social Studies Program of Studies.

Economic Growth: U.S.A.

- describe some important influences upon industrialization in the United States
- explain the role technology, labour, government and specific individuals have played in the economic growth of the United States
- evaluate the effect of a market economy on the individual
- identify points of view expressed in cartoons, pictures, photographs
- appreciate the need for balance between freedom and responsibility
- have empathy for people who have been affected by change

Economic Growth: A Case Study of the Former U.S.S.R.

- describe how geography and history influenced the industrial development of the former Soviet Union
- explain the role that government and significant individuals had in developing the economy of the former Soviet Union
- evaluate the effect of a centrally planned economy on the individual and on economic growth
- appreciate the ways in which different economic systems meet the needs of the people

Canada: Responding to Change

- explain ways that government and individuals can influence technological change
- determine and express an opinion on the extent that governments should influence economic growth
- determine the role of labour and management in responding to technological change
- evaluate the effect of continued economic growth on the physical and social environments
- read and interpret maps to uncover relationships between geography and industrialization in Canada
- classify industries as primary, secondary and tertiary
- identify, understand and discuss issues of significance to the future of Canada and Canadians

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ict/

The ICT curriculum is not intended to stand alone as a course, but rather to be infused within English language arts, mathematics, science and social studies. Schools have until June 2003 to phase in the program. The outcomes are organized by divisions; Division 3 is Grade 7 to Grade 9.

Students learn about the nature of technology, how to use and apply a variety of technologies, and the importance of technology to self and society.

The following learning outcomes are selected from the Grade 7 to Grade 9 Information and Communication Technology Program of Studies.

Communicating, Inquiring, Decision Making and Problem Solving

- evaluate the authority and reliability of electronic sources
- develop a process to manage volumes of information that can be made available through electronic sources
- articulate clearly a plan of action to use technology to solve a problem

Foundational Operations, Knowledge and Concepts

- explain how the need for global communication affects technology around the world
- explain the issues involved in balancing the right to access information with the right to personal privacy
- describe the impact of communication technologies on past, present and future workplaces, lifestyles and the environment
- recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication

Processes for Productivity

- create multimedia presentations that take into account audiences of diverse size, age, gender, ethnicity and geographic location
- use advanced word processing menu features to accomplish a task; for example, insert a table, graph and text from another document
- design, create and modify a database for a specific purpose

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Physical Education

View the physical education subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable students to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through these activities.

The following learning outcomes are selected from the Grade 9 Physical Education Program of Studies.

Activity

Basic Skills
- apply and refine locomotor, nonlocomotor and manipulative skills, by using elements of body and space awareness, effort and relationships, to improve personal performance

Application of Basic Skills
- apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities
- create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal

Benefits Health

Functional Fitness
- design and implement a personal fitness and activity plan, using the principles of training: frequency, intensity, duration

Body Image
- discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

Well-being
- analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise

Cooperation

Communication
- identify and discuss the positive behaviours that are demonstrated by active living role models

Fair Play
- demonstrate etiquette and fair play

Leadership
- describe, apply, monitor and practise leadership and followership skills related to physical activity

Teamwork
- identify and demonstrate positive behaviours that show respect for self and others

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Effort

- develop a personal plan that encourages participation and continued motivation

Safety

- design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games

Goal Setting/Personal Challenge

- evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

Active Living in the Community

- evaluate community programs that promote physically active lifestyles and how they meet local needs

Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted where appropriate.

Physical Education Online

http://www.learning.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies
- Teacher Resources
- Home Education

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Health and Life Skills

View the health and life skills subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

The following learning outcomes are selected from the Grade 9 Health and Life Skills Program of Studies.

Wellness Choices

Personal Health
- develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines

Safety and Responsibility
- develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks

Relationship Choices

Understanding and Expressing Feelings
- analyze, evaluate and refine personal strategies for managing stress/crises

Interactions
- describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships

Group Roles and Processes
- analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills

Life Learning Choices

Learning Strategies
- refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers

Life Roles and Career Development
- extend and improve a personal portfolio; e.g., include sample application form, personal résumé, answers to typical interview questions

Volunteerism
- analyze the potential impact of volunteerism on career opportunities

Human Sexuality Education

Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction.

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Optional Courses

In addition to required subject areas, junior high schools must offer a minimum of two provincially authorized optional courses. Optional courses are designed to reinforce learnings in core courses and to provide opportunities for students to explore areas of interest and career possibilities.

The range of optional courses offered varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

Optional Courses. *Students may select from:*					
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English	Environmental and Outdoor Education	Ethics	Locally Developed Courses

Career and Technology Studies (CTS)

View the career and technology studies subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/cts/

View the Multimedia CTS Project on the LearnAlberta.ca Web site at http://www.learnalberta.ca/CTSEnglish_French/CTSIndex.asp

Career and Technology Studies (CTS) is an optional program designed for Alberta's secondary school students. CTS helps junior high and senior high school students to:

- develop skills they can apply in daily living now and in the future
- investigate career options and make effective career choices
- use technology (processes, tools and techniques) effectively and efficiently
- apply and reinforce learnings developed in other subject areas
- prepare for entry into the workplace or further learning.

The CTS curriculum is organized into 22 strands. Each strand represents a group of courses designed to support broad career and occupational opportunities. Courses are the building blocks for each strand, and they define what a student is expected to know and be able to do.

New courses for the 2003–2004 school year include:

- Fabrication Studies—Semi-automated/Automated Welding; Flux Core Arc Welding 1; Flux Core Arc Welding 2
- Financial Management—Personal Investment Planning 1; Personal Investment Planning 2

The 22 Career and Technology Studies program strands are:

Agriculture
Career Transitions
Communication Technology
Community Health
Construction Technologies
Cosmetology Studies
Design Studies
Electro-Technologies
Energy and Mines
Enterprise and Innovation
Fabrication Studies
Fashion Studies
Financial Management
Foods
Forestry
Information Processing
Legal Studies
Logistics
Management and Marketing
Mechanics
Tourism Studies
Wildlife

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Optional Courses. *Students may select from:*					
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English	Environmental and Outdoor Education	Ethics	Locally Developed Courses

Fine and Performing Arts

View the fine arts subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/finearts/

Through the Fine and Performing Arts courses of Art, Drama and Music, students develop self-awareness and express their creativity in many ways. They will respond personally and critically to a variety of art, drama and music styles and forms.

Art

Students learn how to use traditional and contemporary tools, materials and media to express their feelings, think like artists, value the art creation and value the art form. Three areas form the framework of the junior high school art program:

- Drawings—recording, investigating, communicating, evaluating and articulating aspects of making images
- Compositions—organizations, components and relationships involved in the creation of images
- Encounters—looking at images and artifacts, finding ideas for making art, learning about the art of other times, changing imagery, and learning to understand and appreciate the purposes and effects of art

Drama

Drama encourages students to explore a variety of dramatic roles and develop a range of dramatic skills. In the junior high school drama program, students learn about drama and theatre through:

- Movement—physical, nonverbal expression
- Speech—exploration of talking and speaking to communicate ideas effectively
- Improvisation/Acting—acting out an idea or situation
- Theatre Studies—an introduction to the elements of drama and theatre
- Technical Theatre—stage construction and the use of sound, lighting, makeup, costumes, sets and props.

Music

Instrumental music, choral music and general music are the three distinctive, yet related, programs in the junior high school music curriculum. Development in any of these programs requires student involvement as a performer, listener and composer. Five main goals of the junior high school music program are to:

- develop skills in listening to, performing and reading music
- strive for musical excellence
- understand, evaluate and appreciate a variety of music styles
- develop self-expression, creativity and communication through music
- increase awareness of the history of music and the role of music in own lives.

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Optional Courses. *Students may select from:*					
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English	Environmental and Outdoor Education	Ethics	Locally Developed Courses

Languages Other than English

A variety of courses and programs in languages other than English are available throughout Alberta. Some of these include Aboriginal languages, French, German and Ukrainian.

Students registered in an **immersion** or a **bilingual program** follow a language arts course in the target language (e.g., French, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Aboriginal Languages

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborigin

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot or Cree language

French Immersion Program

http://www.learning.gov.ab.ca/quicklinks/seclang.asp

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

There are many delivery models for French immersion present in Alberta schools:

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English program of studies, which is identical or comparable to the one used in the English program. The exception is Grade 1 to Grade 3 Social Studies. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

http://www.learning.gov.ab.ca/french/YYCHWE/Home.htm

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available on the Alberta Learning Web site or for purchase from the LRC.

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French Language Arts

http://www.learning.gov.ab.ca/french/FLA/default.asp

The junior high school French language arts program continues the learning started at the elementary level.

Students learn to apply the basic rules of oral and written language, and are better able to understand, clarify and express abstract thought. By working individually, in groups or in activities organized by the Francophone community, students monitor and enhance their communication skills. Students become more aware of factors that influence the way they communicate effectively in various contexts.

The following learning outcomes are selected from the French Language Arts Program of Studies.

Oral Comprehension

- participate in group work situations
- listen to a variety of texts, such as newspaper and magazine articles, short stories, songs, and excerpts from plays or novels
- view audiovisual materials
- gather information to focus listening
- note points on which clarification is needed, and tolerate ambiguity

Reading Comprehension

- read and analyze a variety of fiction and nonfiction texts
- read texts taking into account their organization
- develop various ways of annotating texts

Oral Production

- demonstrate what is already known and what has been learned about a given subject
- express opinions based on examples from readings, interactions with others and so on
- explore topic-related vocabulary in various contexts
- use expressions or words to describe events and experiences
- use appropriate verb tenses to express past, present and future experiences

Writing

- write texts, paying particular attention to the expression of feelings and opinions
- write short stories in which the images created evoke sentiments or emotions
- select a text structure consistent with communicative intent
- organize ideas according to a plan—introduction, development and conclusion
- demonstrate verb agreement when the subject includes nouns and pronouns in different persons
- use appropriate punctuation and spelling

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French as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/fsl

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a second language in junior high schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the program in Grade 4, but others may not begin until Grade 7 or later.

The program is designed to teach students to:

- understand what they hear and read in French
- communicate their ideas orally and in written form, using an approach that is based on concrete and real-life experiences and situations
- acquire knowledge about local, provincial and national Francophone groups to become more aware of their presence and to understand them better
- develop French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences
- acquire specific language learning strategies that will help them become better second language learners.

Students entering junior high school may either begin their French language experience or they can continue developing their language proficiency, depending upon the level that was attained in elementary school. It could take students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Students in junior high school generally focus on Beginning and Intermediate levels. Each level has its own set of experiences. As students work through these experiences, they develop their ability to understand and communicate in French.

http://www.learning.gov.ab.ca/french/FSL/whatsnew/FSL_handbook/ab_public.htm

A resource that may be helpful to parents is *French as a Second Language (FSL) Program: A Guide for Parents*. It is available on the Alberta Learning Web site or for purchase from the LRC.

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German Language and Culture

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This new three-year course sequence is designed to develop linguistic and cultural proficiency in German and a global perspective.

The following outcomes cover four areas of languages and culture development:

Applications
Students will use German in a variety of situations and for a variety of purposes.

- to receive and impart information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence
Students will understand and produce German effectively and competently in spoken and written forms.

- interpret and produce oral texts
- interpret and produce written texts, graphics and images
- attend to form
- apply knowledge of how discourse is organized, structured and sequenced in German
- apply knowledge of the sociocultural context

Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the German-speaking world.

- historical and contemporary elements of the cultures of German-speaking peoples
- affirming and valuing diversity
- personal and career opportunities

Strategies
Students will know and use various strategies to maximize the effectiveness of learning and communication.

- language learning
- language use
- general learning

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Spanish Language and Culture

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This new three-year course sequence is designed to develop linguistic and cultural proficiency in Spanish and a global perspective.

The following outcomes cover four areas of languages and culture development:

Applications
Students will use Spanish in a variety of situations and for a variety of purposes.

- to receive and impart information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence
Students will use Spanish effectively and competently.

- attend to form
- interpret and produce texts
- apply knowledge of the sociocultural context
- apply knowledge of how text is organized, structured and sequenced in Spanish

Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Spanish-speaking world.

- historical and contemporary elements of Spanish-speaking cultures
- affirming diversity
- personal and career opportunities

Strategies
Students will know and use strategies to maximize the effectiveness of learning and communication.

- language learning
- language use
- general learning

Ukrainian Language Arts

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This course is designed as the Ukrainian language learning component for students in the Ukrainian bilingual program.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the Ukrainian culture for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

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Ukrainian as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/languages/uk2l.pdf

This program is designed for students who wish to learn to communicate with others in Ukrainian and to preserve Ukrainian language and culture. The program begins in Grade 7 and continues through to Grade 12.

The following learning outcomes are selected from the Ukrainian as a Second Language Program of Studies.

- use appropriate social conventions
- ask information about another person, and relay that information
- carry out commands
- ask and tell where people and objects are located, where one lives, simple directions
- ask and tell what one wants to do or needs to do
- count from 1 to 100; and recognize, orally, the ordinal numbers 1 to 10
- ask and tell the parts of the day, days of the week, seasons of the year

Other Languages

Many school boards have developed their own programs. Locally developed language programs include: Arabic, Chinese, Chipewyan, German, Hebrew, Italian and Polish. These locally developed courses are based on local needs and demands, and may not always be available.

For more information on second language instruction offered in your area, please contact your local school board.

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Optional Courses. *Students may select from:*					
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English	Environmental and Outdoor Education	Ethics	Locally Developed Courses

Environmental and Outdoor Education

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/others/eoed.pdf

In environmental and outdoor education, students develop interest and competence in outdoor studies and develop an understanding of their relationship to the environment. Environmental and outdoor education can be offered as a single course or as a sequence of courses, and includes:

- the basic knowledge, skills and attitudes required for safe and comfortable experiences
- awareness and appreciation of living things
- understanding of basic ecological processes
- skill, judgement, confidence and sensitivity in a range of environmentally responsible activities in outdoor settings
- lifestyle strategies that encourage responsibility for local and global environments.

Ethics

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/others/jhethics.pdf

The ethics course is designed to help students become contributing, ethical and mature persons, and may be offered in Grade 7, Grade 8 or Grade 9. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives. The ethics course includes:

- working definitions of ethics and values
- decision-making skills
- historical values and traditions
- values of different cultural groups
- responsibility to community.

Locally Developed Courses

School boards may develop and/or acquire courses that are innovative and responsive to local and individual needs. Contact your local school board to get information about locally developed courses available in your jurisdiction.

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Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In junior high school, students begin linking their personal aptitudes and goals to possible future careers. They continue to develop life skills, including such employability skills as cooperating with others and being reliable. At this stage, students begin to outline their own learning and career goals.

Personal and career development activities and outcomes are integrated into all junior high school courses and programs. The following junior high school programs focus specifically on these topics: Health and Life Skills, Physical Education, Career and Technology Studies (CTS) and work study.

Many junior high schools organize special career development activities, such as mentoring, job shadowing, portfolios and annual career fairs. Junior high schools encourage students to develop a career plan. Plans should be updated annually and signed by parents and principals. Students typically develop a personal portfolio, including a résumé, and may use a career planner such as the *Middle/Junior High School Student Learning–Career Planner* developed by Alberta Learning.

http://www.learning.gov.ab.ca/k_12/curriculum/cardir_jr.pdf
[pdf version]

http://www.learning.gov.ab.ca/k_12/curriculum/JHPlan.doc
[word version]

The *Student Learning–Career Planner Information Booklet* and the *Middle/Junior High School Student Learning–Career Planner* are useful tools for Alberta's secondary school teachers and guidance counsellors as they work with students, parents and other key partners to help students move through the career planning process. The information booklet and junior high school planner are available on the Alberta Learning Web site or for purchase from the LRC.

http://www.learning.gov.ab.ca/k_12/curriculum/cardir.pdf

Planning for Senior High School

During their junior high years, students make decisions about their senior high school program. It helps to keep in mind that:

- strengths, interests and realistic career paths play a major role in decision making
- specific courses are required for an Alberta High School Diploma or Certificate of Achievement
- knowledge of course sequences is important, because many courses require prerequisites.

Guidance from the school and classroom teacher is available. Planning for senior high school is more effective when students and parents are familiar with requirements and work closely with teachers.

Alberta Learning provides information on planning for senior high school through a variety of resources, including the following:

- *Senior High School Mathematics Programs: Revised Handbook for Parents and Students*
- *Curriculum Handbooks for Parents: Senior High School*
- *A Credit to Yourself: Planning Your Senior High School Diploma Program*, May 2003

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/math/whatsnew/intro.asp
http://www.learning.gov.ab.ca/parents/handbooks/
View *A Credit to Yourself: Planning Your Senior High School Diploma Program*, May 2003 at http://www.learning.gov.ab.ca/k_12/curriculum/other.asp

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Feedback Form

Curriculum Handbook for Parents 2003–2004: Grade 9

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree, Disagree, Agree** or **Strongly Agree**.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The handbook provides useful information.				
2. The amount of information is appropriate.				
3. The reading level is appropriate.				
4. The layout and organization are user-friendly.				
5. The links to the Alberta Learning Web site are helpful.				
6. Downloading and printing is easy.				

How can this handbook be made more helpful to parents?

_____

_____

_____

_____

_____

Thank you for your feedback.

Please send your response to:

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Edmonton, Alberta, Canada
T5J 5E6
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